

This unit will address the following **WIDA standards** (SIL, LoLA, LoSS, LoSc, LoMa):

Content Connection: the **academic context** for language development for this ESL unit includes the following **grade-level** content unit, topic, theme, or cluster of standards:

LANGUAGE		Content: Key Academic Practices ¹ & Standards	Performance Definitions				
Key Uses ⁱⁱⁱ of Academic Language (macro functions)	Micro Functions ^{iv} ↓ Micro functions can be mixed or created according to need and context. Click on HYPER LINKS for sample progressions.	↓ In listening, speaking, reading, and writing with literary and informational language: * Key Academic Practices may be replaced with the state standards themselves.	Language development is fluid and dynamic. Levels are not static, and can be different in different domains. ⁱⁱ				
			ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
			<ul style="list-style-type: none"> • Single words, phrases, or language chunks to represent ideas. • Phrase-level patterns and structures. • Everyday social, instructional, and content words and expressions 	<ul style="list-style-type: none"> • Emerging presentation of ideas in phrases or short sentences. • Repetitive, formulaic grammatical structures across specific content areas. • General social, instructional, and content words and expressions, including cognates 	<ul style="list-style-type: none"> • A series of extended sentences and related ideas. • Repetitive and <i>some</i> complex grammatical structures with patterns characteristics of specific content areas. • Some content-specific and academic vocabulary, including cognates 	<ul style="list-style-type: none"> • Expanded related ideas in connected discourse with a variety of sentences. • A variety of complex grammatical constructions with patterns characteristics of specific content areas. • Content-specific and some technical academic vocabulary 	<ul style="list-style-type: none"> • Multiple complex sentences, presented in a cohesive and coherent manner. • Multiple phrases and clauses with patterns characteristic of specific content areas. • Academic, content-specific, and technical vocabulary
R E A D RECOUNT EXPLAIN ARGUE DISCUSS <i>"Discuss" points to the importance of the oral, interactive component of all the academic practices.</i>	1. Name/label/ Identify 2. Describe 3. Sequence 4. Summarize 5. Elaborate 6. Compare/ Contrast 7. Describe Cause/Effect 8. Classify/ Categorize 9. State an opinion/ Claim 10. Predict 11. Contradict/ Disagree 12. Evaluate 13. Justify 14. Inquire 15. Insert any micro-function as necessary	ENGAGE with COMPLEX ACADEMIC LANGUAGE: a. Participate in grade-appropriate exchanges of information b. Produce clear and coherent language in which the development, organization, and style are appropriate to task, purpose, and audience c. Support analyses of a range of complex texts with evidence d. Use English structures to communicate context specific messages EVIDENCE-BASED COMMUNICATION – with opinions, claims, concepts, arguments, or ideas: e. Paraphrase f. Analyze g. Summarize h. Challenge i. State (name) one’s own j. Support with reasoning and evidence RESEARCH: k. Plan and carry out inquiries l. Evaluate sources m. Build and present knowledge through research by integrating, comparing, and synthesizing ideas n. Communicate research findings COLLABORATIVE INTERACTIONS: o. Build upon the ideas of others and articulate your own p. Request clarification q. Discuss key points r. Problem solve / apply to other situations	THINKING SPACE: CREATE FOCUS LANGUAGE GOALS IN THE CONTEXT OF GRADE-APPROPRIATE TOPICS AND STANDARDS <i>Flexible Formula - Examples of how to create UbD unit Stage 1 goals (adapt to purpose):</i> Language Focus Goal must always include at least a language FUNCTION and a KEY ACADEMIC PRACTICE or content standard stem. A) Key Use (Macro) + key academic practice B) Key Use (Macro) + Micro function + key academic practice C) Key Use (Macro) + CC STEM D) Key Use (Macro) + Micro function + key academic practice + content connection				

For more detailed descriptions of what language forms might look like as ELs gain proficiency, see WestEd’s Proficiency Level Descriptors: <https://wested.app.box.com/ELPStandardsResources/1/1238544451/15646991658/1>

Please note: “Students may demonstrate a range of abilities within and across each ELP level; second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. Differences in abilities within ELP levels are based upon ELLs’ native language proficiency, their academic background in their first language, and their individual differences. For the purposes of presentation and understanding, the Levels 1–5 descriptors describe proficiency at the end of each ELP level in terms of a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities. At any given point along their trajectories of English learning, ELLs may exhibit some abilities (e.g., speaking skills) at a higher proficiency level while exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular task at a lower proficiency level but need review at the next highest proficiency level when presented with a new or more complex type of task. Since, by definition, ELL status is a temporary status, an ELP level does not categorize a student (e.g., ‘a Level 1 student’), but, rather, identifies what a student knows and can do at a particular stage of ELP (e.g., ‘a student at Level 1’ or ‘a student whose listening performance is at Level 1’)” (Ibid).

THINKING SPACE: Language in Action & Contingent Feedback

Consider: *If we plan language teaching with the end goal of college and career readiness in mind, we must teach language with intentionality to also consciously develop the key academic practices and habits of thinking that support student success in general education and ESL classrooms.*

1. Established goals	What are the desired learnings/ Focus Language Goals? (At the lesson level, consider this in terms of your lesson’s language objectives)
2. Gather evidence	In relation to instructional goals: what do I observe in my students’ work? What can my students currently do?
3. Teacher moves	<p>What do I do with student evidence? Based on observable student actions, how do I plan my next moves to most effectively support my students’ development? What pieces come first and then next as I focus on key uses of language and key academic practices? How do I support my students and scaffold their activities?</p> <p>What types of contingent feedback might I give to students based on what I see in their performance? How will the teacher feedback help the student take action to achieve the clearly established learning goal?</p>
4. Student moves ^v <i>(for particular purposes, in specific contexts, together with other learners, and with certain outcomes)</i>	<p>What types of moves do my students need to make to increase language proficiency and advance toward college and career readiness? What language will I hear and read from students in different activities?</p> <p>Student responsibility: how does the student self-monitor and self-asses?</p>

ⁱ Modified from: Circle of Convergences, CC key shifts, Pimentel’s ELPD shifts

ⁱⁱ WIDA Performance Definitions: <http://wida.us/standards/eld.aspx>.

ⁱⁱⁱ CAL White Paper / WIDA

^{iv} WIDA macro & micro

^v For some suggested teacher and student moves, see “ELL Depth of Knowledge”: http://www.berlinschools.org/uploaded/files/District/2013-14/English_Learners/ELLs_DOK_levels.pdf (RESC Alliance, 2013)